



GRADE

6

Instructional Materials

FOR THE

CRITERION REFERENCED TEST

Nevada

Grade 6

READING

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Dear educators,

The following materials, developed in cooperation with the Nevada Department of Education and our educational laboratory, WestEd, are designed to be used as part of a guided instructional activity to support student performance on assessments. While these materials can provide students with practice in answering assessment items, we believe it is critical that these materials be used to help students understand the elements of the state assessment and to guide them in the use of effective strategies that will support their ability to comprehend and take a variety of assessments. If you choose, however, to use this support document solely as a practice activity, we highly recommend that you go back over each item with students and investigate each response to better understand their knowledge of the assessment.

Purpose of Reading Text

The purpose of reading must be taught to students. The state criterion-referenced tests include four types of reading passages: literary, informational, functional, and persuasive (only at grades 6 and 7).

What is the purpose of reading these types of texts?

1. Literary text – to identify, describe, analyze, and compare characters, character traits, themes, settings, sequence, plot, conflict, resolution of conflict, and figurative language, and to make inferences and predictions.
2. Informational text – to locate essential information from text features, distinguish between fact/opinion, determine cause/effect, identify or describe main ideas, draw conclusions about text, summarize an author's ideas, evaluate an author's ideas and arguments, assess evidence to support an author's ideas, and identify unsupported or faulty reasoning of an author's position.
3. Functional text – to locate information, determine the main idea, draw conclusions, summarize information, and determine an author's purpose.
4. Persuasive text – to evaluate how an author's ideas shape the text, summarize an author's ideas, and assess the reasonableness of evidence.

When students understand the types of questions that can be asked for a given type of text, they can be better prepared for the assessment. By using these materials, you can identify, read, and discuss these different text types and the corresponding knowledge and skills students are expected to demonstrate. These same reading analysis skills can be applied to reading for core classes such as math, science, and social studies.

Vocabulary Knowledge

The Nevada Department of Education believes that students are not thoroughly being taught the content and vocabulary of the Nevada Reading Content Standards. For example, character traits, author's purpose, main idea, cause/effect, fact/opinion, analyze, and predict are terms used in the assessments at grade-appropriate levels.

Students in Nevada, therefore, must have repeated experiences with **hearing** (oral vocabulary), **reading**, and **writing** the vocabulary of the standards in order to be successful on the state test as well as classroom and district tests.

Make sure that your students know the language of the standards that are being tested. They should be able to recognize the vocabulary of the standards when you discuss them in class and read them in texts, and they should be able to effectively use the words in their writing.

Types of Questions

The reading test includes two basic types of questions—multiple-choice items for all grades (3 through high school) and written-response items for grades 4 – 8. To help prepare students for written-response questions, we have provided you with:

1. the student checklist (included in the student test booklet at grades 4 and 5)
2. the general student rubric (included in the student test booklet at grades 6 through 8)
3. item-specific rubrics

With guided instruction, students can become familiar with the different types of questions used on the state assessments. They can learn to use the checklist or rubric to determine if they have answered the written-response questions completely. Familiarity with the tools provided as part of the test and the vocabulary of the standards can result in less anxiety on the part of students and teachers. (Please note that the student checklist and general rubric can be on the walls of your classroom throughout the school year. As you assign written-response questions, students can use these tools as they develop their answers.)

These types of questions allow for the assessment of different levels of cognitive demand. The questions are developed so that students cannot just skim and scan the passages to find the answers; they must go back and re-read the text to determine the correct answer, including drawing inferences and conclusions from what they have read. Teaching students to identify, write, and use different levels of questioning skills as they read can only lead to improved achievement on classroom, state, and national assessments. We suggest that you engage students in question writing so they not only can recognize these levels of questions but can begin to formulate them as well.

Cognitive Ability Levels

The assessment of reading as part of Nevada's Proficiency Examination Program includes the assessment of three cognitive ability levels. These ability levels are based on the National Assessment of Educational Progress (NAEP) Aspects of Reading.

Forming an Initial Understanding (A-1) – Questions at this level assess the students' initial understanding of what is read. For A-1 questions, the answers can be found directly in the text or as a simple restatement of information found in the text. In addition, some Standard 1 questions (e.g., demonstrate knowledge of prefixes, suffixes, roots, base-word structures, Anglo-Saxon-, Greek-, and Latin-derived roots) are coded as A-1 items.

Developing an Interpretation (A-2) – Questions at this level assess the ability to extend initial understanding to develop a more complete understanding of what was read. This process may involve linking information across parts of a text as well as focusing on specific information.

Questions that assess this aspect of reading include drawing inferences about the relationship of two pieces of information and determining evidence as support for an action.

Determining a Critical Stance (A-3) – Questions at this level require students to stand apart from the text, consider the entire text objectively, and evaluate its quality and appropriateness. Examining textual content and structures requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor, and organization.

Length of Passages

WestEd constructs the test forms and includes a range of passage lengths within the grade-level tests. NDE and WestEd believe that it is important for students to have opportunities to read passages of differing lengths as a part of the regular curriculum. Students should have experience in sustaining comprehension with passages of varying lengths. We do not want students to be surprised by the volume of reading required on the state assessment.

The following represent the guidelines for passage lengths for each grade level:

| | |
|---------|------------------|
| Grade 3 | 300 – 500 words |
| Grade 4 | 300 – 550 words |
| Grade 5 | 400 – 700 words |
| Grade 6 | 400 – 800 words |
| Grade 7 | 500 – 950 words |
| Grade 8 | 500 – 1000 words |
| HSPE | 500 – 1200 words |

Note: Poetry and functional text typically do not meet these word-count guidelines.

Students should be made aware of the length of the test at their grade level, as well as passage lengths for successive grades. We believe this will allow them to understand, for example, what a 500-word text actually looks like, so they are not overwhelmed on the day of the test when they encounter one of the longer passages.

We hope that interaction with these instructional support materials will lead to lowered anxiety and better understanding of the assessment task that is being presented to students. If you have questions about the reading materials or how to embed this information into your curriculum, please contact Tracy Gruber at tgruber@doe.nv.gov or call (775) 687-9251, and she will work with you on making these documents beneficial to you and your students.

Cindy Sharp
K – 12 CRT/HSPE Consultant
Nevada Department of Education

Name: _____

Reading Grade 6

This booklet contains reading questions for you to answer. There are two types of questions in this booklet. For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. The written-response questions require you to give a written response to a question as indicated in the booklet. You will be given a separate sheet of paper to answer these questions.

Each written-response question is worth up to 3 points. The rubric below is provided to help you understand how your answer will be scored. Use the rubric to guide you as you answer each question.

| Score Point | Expectation |
|----------------|--|
| Full Credit | <ul style="list-style-type: none">• Your response demonstrates understanding of the reading.• Your response addresses all parts of the question.• Your response includes enough related details to support your answer. |
| Partial Credit | <ul style="list-style-type: none">• Your response demonstrates understanding of the reading.• Your response addresses only part of the question.• Your response includes some details to support your answer.• Your response may include details that do not support your answer. |
| Minimal Credit | <ul style="list-style-type: none">• Your response demonstrates a limited understanding of the reading.• Your response includes few details to support your answer.• Your response includes unrelated and inaccurate details. |
| No Credit | <ul style="list-style-type: none">• Your response is incorrect. |

American kids love playing team sports, which is why parents are investing a lot of money in supporting their kids' athletic careers. Read the passage to find out more. Then answer questions 1 through 7.

Sports Overload?

Kelly Donnelly plays soccer. Boy, does she play soccer! Not long ago, the New Jersey teen spent all weekend on the soccer field—three games on Saturday and three on Sunday.

Sound familiar? America's soccer and baseball fields, hockey rinks and basketball courts are filled with kids kicking, swinging, skating and dribbling. Forty million American kids play organized sports. But it's not just the number of kids playing that's amazing. The amount of money and time parents are investing in kids' athletic careers is soaring out of the ballpark! Kelly's parents will pay about \$3,000 this year for her soccer expenses, including club dues, private clinics, summer camps and travel.

Many parents pay top dollar so their kids can have the best private lessons and equipment. Others spend hours driving their kids to games. Has America's love of competition gone too far? Or are the benefits of team sports worth the huge costs and intense pressure to win?

Get Your Game On!

Some experts say kids benefit from playing team sports as long as they are having fun. "We know from a lot of research that kids who participate in sports tend to do better academically," says Mark Goldstein, a psychologist at Roosevelt University in Chicago, Illinois. "It forces them to be more organized with their lives."

Nick Glennon, 10, really has to be organized! His week revolves around his hockey schedule—morning and evening practice sessions, private instruction and, of course, games. Hockey, Nick's family has discovered, takes up a lot of time—and money. It is the most expensive of the team sports. This year Nick's parents will spend as much as \$4,500 on his game. "It's worth it," says his mom Kathy. "It provides exercise and discipline." Nick sees it differently. "I play to win," he says. "I don't play to play."

Sure, It's Fun . . . Until Someone Gets Hurt

Pushy parents and insensitive coaches can take all the fun out of playing. Many say that's why 73% of kids quit their sports by age 13. "They stop playing because it ceases to be fun and the pressures put on them by coaches and parents don't make it worthwhile," says Fred Engh of West Palm Beach, Florida. Engh is a professional coach and the author of *Why Johnny Hates Sports*. "The travel teams, the all-stars, the championships—they're what the parents want," says Engh. "But children under the age of 10 don't necessarily want competition. What they want is to have fun."

Even worse, physical injuries from intense competition seem to be on the rise. Roughly 4 million kids between ages 5 and 16 end up in the hospital emergency rooms for sports-related injuries each year, the Consumer Products Safety Commission reports. Eight million more are treated for medical problems caused by athletics—shin splints and stress fractures, for example.



Hoop Dreams

Some parents hope their kids' athletic skills will win them college-scholarship money. Mar Rodriguez of Orlando, Florida, is a single mom. She has made many sacrifices so that her three kids—Virgil, 14; Eva, 13; and Sara, 10—can play youth basketball. Eva plays on five teams! She dreams of one day playing in the WNBA. Her mom's dreams are more down to earth. She admits, "I'll need all the help I can get to pay for the kids' education."

For most kids, the chances of getting a scholarship are very slim. Robert Malina of Michigan State University says most parents would be better off putting the money they spend on special sports expenses into college savings accounts. Fewer than 1% of the kids playing sports today will qualify for a college athletic scholarship, says the National Center for Educational Statistics.

The critics sound like a bunch of sore losers to families that live for sports. They say the value of sports can't be measured in dollars and cents—or runs and goals. "It's my life," says Aidan Wolfe, 10, who plays soccer in Portland, Oregon. "I love soccer. If my parents told me I couldn't play anymore, I'd be devastated."

"Sports Overload?" Used with permission from TIME For Kids magazine.



Answer the following questions about the passage “Sports Overload?”

- 1** According to the passage, the most expensive team sport is
- A soccer.
 - B baseball.
 - C hockey.
 - D basketball.
- 2** A parent who agrees with Fred Engh would **most** likely
- A not stress competitive sports.
 - B not worry about physical injuries.
 - C hope for athletic scholarships for college.
 - D encourage children to work hard at one sport.
- 3** Based on the passage, one reason children choose to quit playing sports as they grow older is the
- A cost of equipment.
 - B need for discipline.
 - C lack of good coaches.
 - D pressure from others.

- 4** Which statement from the passage is a **fact**?
- A “Forty million American kids play organized sports.”
 - B “Nick Glennon, 10, really has to be organized!”
 - C “Pushy parents and insensitive coaches can take all the fun out of playing.”
 - D “The critics sound like a bunch of sore losers to families that live for sports.”
- 5** This passage is **mostly** about the
- A many benefits of playing sports.
 - B time and money involved in sports.
 - C great importance of fairness in sports.
 - D views of children and parents on sports.
- 6** Based on the passage, what does the word devastated mean in the last paragraph?
- A slightly confused
 - B mildly satisfied
 - C extremely upset
 - D exceedingly humble

Write your answer to Question 7 on a separate piece of paper.

7

Being involved in team sports can be fun, but there may be some disadvantages. Describe some of the possible disadvantages of involvement in team sports. Use details from the passage to support your answer.



Some animals have interesting stories. This passage describes three animals that each had an unusual experience in life. Read the passage. Then answer questions 8 through 14.

Amazing Animals

CAST AWAY

Berlin, Germany

Watching Patna the baby Indian rhinoceros run circles around his keeper, you'd never guess that he's wearing a cast! After the rhino accidentally broke his leg, Patna was taken to the Berlin Animal Park hospital to recover. Now he has a "substitute mom"—zoo-keeper Barbara Schwesig. She hoses him down if it's hot and bottle-feeds him enough milk every day to fill a kitchen sink. Vets hope to return Patna to a regular pen, which he'd share with Jacob the rhino. In the meantime, Patna spends his day playing with Schwesig and . . . his water bowl! "It's his favorite toy," veterinarian Günter Strauss says. "Patna likes to push it around, knock it over, and generally slosh water all over his enclosure." Someone should remind Patna he's a rhino, not a hippo!

WORKIN' LIKE A DOG

Vancouver, British Columbia, in Canada

Guests at the Fairmont Hotel Vancouver don't get greeted only by a doorman. They're also met by Mavis the Labrador retriever! When her first job as a Seeing Eye dog didn't work out, Mavis began "working" with her owner, a hotel manager. Paid in hot dogs, apples, and belly rubs, Mavis is "hired" to do jobs such as going for walks and playing in the park with hotel guests. When she's not working, Mavis chews her stuffed dog (which looks exactly like her) and checks her e-mail . . . sort of. "Guests like to send photos of their playtime with Mavis," says Lynn Gervais, who works at the hotel. "So she has her own personal e-mail address." Next thing you know, Mavis may be instant messaging her customers!

WELCOME HOME

Parkersburg, West Virginia

Fred the monk parakeet is not a bird-brain. The bird escaped from his owners, survived four years in the wild, and then found his way back home! Even though sightings of the bright green parakeet had been reported over the years, the Edwards family was shocked when he suddenly showed up in a friend's yard. "We knew it was him because he had the same chipped beak," says 12-year-old Aaron Edwards. The bird also kept repeating "What Fred," a nonsense saying he squawked up to his pals just like he used to. "It was as if he never left," Aaron's dad says. Some things *had* changed, though. Fred stopped biting, and he now eats only birdseed instead of his previous favorite food, french fries. "I think he's relieved to be back," Aaron says. "It's like he thought, 'It's been a nice vacation, but it's time to go home.'"

—Kristin Baird Rattini

Answer the following questions about the passage “Amazing Animals.”

8

What is Patna’s favorite toy?

- A a cast
- B a bottle
- C a stuffed dog
- D a water bowl

9

In “Workin’ Like a Dog,” who is Mavis’s owner?

- A Günter Strauss
- B Lynn Gervais
- C a doorman
- D a hotel manager

10

Based on the section “Welcome Home,” Fred can **best** be described as

- A tough.
- B dignified.
- C talented.
- D possessive.

11

The passage suggests that which of the following is **most** remarkable about Fred’s story?

- A the change in his diet
- B the words that he said
- C the difference in his behavior
- D the length of time he was gone

12

Which would be the **best** new title for this passage?

- A “Pets Who Work”
- B “The Training of Pets”
- C “Pets with Personalities”
- D “The Good and Bad of Pets”

13

The word enclosure comes from a Latin word meaning “to close or shut.” What does the word enclosure **most** likely mean in this passage?

- A a place for injured animals
- B an arrangement for pairing animals
- C an area that is separate from other areas
- D a position that is far from its original position

14

What characteristic do the three animals in the passage share?

- A They are wild animals.
- B They are children’s pets.
- C They help people who have special needs.
- D They relate well to the people around them.

There are three branches of government in Nevada. Each of these branches has different responsibilities for governing the state. Read the passage. Then answer questions 15 through 21.

Governing Nevada

Nevada's constitution was written during the Civil War. This important document defines the organization of Nevada's government, outlines the rights of the state's citizens, sets up counties, and makes rules for voting. It also creates rules for collecting taxes from residents of Nevada—money that is used for running the government and completing community projects. The Nevada constitution defines three branches of government: executive, legislative, and judicial.

EXECUTIVE BRANCH

The executive branch enforces state laws. The governor leads the executive branch. He or she sees that laws are carried out. The governor is elected for a four-year term and may serve for two terms, or eight years.

The governor works with other elected officials in the executive branch to carry out his or her duties. These officials include the lieutenant governor, the secretary of state, the attorney general, the controller, and the treasurer. They all serve four-year terms. The lieutenant governor runs the state if the governor is absent. The secretary of state keeps records of what the legislature does. The attorney general is the state's head law officer. He or she reviews state laws and helps to enforce them. The treasurer and the controller keep track of Nevada's money.

LEGISLATIVE BRANCH

The legislative branch, also called the legislature, makes laws. It also sets taxes and decides how to spend tax money. The Nevada legislature has two parts, called houses. The assembly has forty-two members, called representatives. The senate has twenty-one members, called senators. Assembly members serve two-year terms. All legislators must be at least twenty-one years old and have lived in Nevada for one year when they are elected. Legislators may not serve more than twelve years in office. The Nevada legislature meets every other year. Lawmakers must finish their work in 120 days. The rest of the time legislators work on committees such as health care, radioactive waste, or public lands in order to research these topics and make recommendations for new state laws.

When legislators or other government officials have an idea for a law they begin by writing it down. The bill, or suggested law, is read to the assembly or the senate, depending on which house it was introduced in. It is then sent to a related committee. For example, bills about teachers go to the education committee.

The committee members read the law and suggest that it be passed, revised (changed), or not voted on. Bills that are recommended by the committee are discussed and voted on by legislators. If legislators vote in favor of a bill, it is sent to the governor for approval. The governor may either sign the bill into law or veto (reject) it.

If the governor vetoes a bill, it goes back to the legislature and is voted on again. If two in three legislators in both houses approve the bill, then it becomes a law. In Nevada, if the governor does not sign or veto a bill within five days, it becomes law.



JUDICIAL BRANCH

The judicial branch interprets, or explains, the law. This branch resolves disagreements about the law and determines a person's guilt or innocence when he or she is accused of breaking a law. These responsibilities are carried out through the court system.

Nevada has several types of courts. Many cases begin in municipal or justice courts. These courts hear cases involving minor crimes, such as jaywalking and speeding. Criminal trials—for example, those involving robbery or murder—are heard in district courts. District courts also hear major civil cases. Civil cases usually involve disagreements between two or more people about land, money, contracts, or family matters. There are more than fifty district court judges in Nevada. They are elected for six-year terms. If a person is not satisfied with the decision made in district court, he or she may appeal, or ask a higher court to review the case to see if any mistakes were made. Nevada has only one court of appeals, the Nevada Supreme Court. The supreme court is also responsible for overseeing lawyers who practice in the state and for making improvements in Nevada's judicial system. The supreme court has six judges and a chief justice who serve six-year terms.

WHO'S WHO IN NEVADA?

Harry Reid (1939–) grew up in Searchlight in a house without running water. The town didn't have a high school so he boarded with family in Henderson to finish school. He went to law school and eventually worked his way up in politics. He served in the Nevada State Assembly before being elected Nevada's youngest Lieutenant Governor. In 1986 Nevadans elected him a U.S. Senator. During his successful terms in office, he has made many important contributions to Nevada.

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Answer the following questions about the passage “Governing Nevada.”

15 Which of the following serves a six-year term in Nevada?

- A a judge
- B a senator
- C a governor
- D a representative

16 The attorney general is responsible for which of the following duties?

- A reviewing state laws
- B leading the state executive branch
- C keeping track of state money
- D running the state in the governor’s absence

17 Which committee would **most** likely discuss a bill about creating a new state park?

- A the education committee
- B the health care committee
- C the public lands committee
- D the radioactive waste committee

18 Based on the last paragraph, what kind of case would a disagreement about property boundaries be, and in which court would it first be heard?

- A a civil case in a justice court
- B a civil case in a district court
- C a criminal case in a higher court
- D a criminal case in a municipal court

19 If someone is unhappy with a decision made in a Nevada court, where can the case be appealed?

- A justice court
- B district court
- C supreme court
- D municipal court

20 The **main** purpose of this passage is to

- A describe the duties of the state’s officers.
- B present the procedure for passing state laws.
- C explain the purpose of different state courts.
- D outline the structure of the state’s government.

Write your answer to Question 21 on a separate piece of paper.

21

Each branch of the government does important work with the law. Describe this important work for **each** branch. Use details from the passage to support your response.



Do you have a talent for thinking of creative words or sayings? This passage is about a contest for kids to submit ideas for a new library mural. Read the passage. Then answer questions 22 through 27.

Secret Garden Mural Contest

Canyon City Library, Canyon City Parks and Recreation, and the Cooperative Extension's Master Gardeners are collaborating to develop a "Secret Garden" on the west side of the City Library building. When completed, with bench-like rocks, flowers, shrubs, and a large outdoor mural, the garden will be used for library programs and as a quiet reading spot. Canyon City Library's Youth Service Department is sponsoring a contest for young patrons to contribute ideas for the design of the outdoor mural. An artist will incorporate the winning words into the design of the mural, which will be painted this summer. The contest runs April 11 through May 7.

Here's how it works:

- You must be 12 or younger to participate.
- Answer one of the questions below using only one word. Entries must be submitted on the bottom part of this form. Please detach and drop in the box marked "Mural Contest" at the youth desk.
- Entries will be collected through May 7.
- The library will choose the ten winning words to be part of the mural. We are looking for creative, unique, and unusual words that describe Canyon City. If a winning word is submitted by more than one person, a drawing will be held to determine the winner.
- All winners will be called in May when the judging is finished. Their words will become a part of the mural and they will receive a prize.

Canyon City Library's Secret Garden Mural Contest Official Entry Form

Please detach and drop in the box marked "Mural Contest" at the youth desk.

Name _____ Today's Date _____

Age and Grade _____ Phone Number _____

Please choose ONE of the questions below and answer using only ONE word. We are looking for creative, unique, and unusual words that describe Canyon City.

- What word describes living in Canyon City?
- What word best describes a symbol for Canyon City (it does not have to be an official state symbol)?
- What word describes your favorite thing to do in Canyon City?

Answer the following questions about the passage “Secret Garden Mural Contest.”

22

Who is the **most** likely audience for this passage?

- A artists
- B children
- C gardeners
- D librarians

23

Which would be the **best** new title for this passage?

- A “Help Us Paint the Mural”
- B “Meet Us in the New Garden”
- C “Show Us Your Winning Words”
- D “Join Us for the Grand Opening”

24

In addition to receiving a prize, what reward will the winners of the contest receive?

- A painting part of the mural
- B designing a secret garden
- C seeing their words in the mural
- D taking home a piece of the garden

25

How will winners of the contest learn they have won?

- A They will receive a letter.
- B They will receive a phone call.
- C It will be announced by the master gardeners.
- D It will be posted at the parks and recreation.

26

In the first paragraph, the word incorporate means to

- A load.
- B blend.
- C permit.
- D follow.

27

Based on the passage, which of these words would **most** likely be chosen as a winner?

- A fun
- B nice
- C interesting
- D breathtaking

Moving to a new country and learning a new language can be difficult. This passage is about an American girl named Sarah who is adjusting to life in Russia. Read the passage. Then answer questions 28 through 34.

Sarah's Russian Adventure

by Mary R. Wood

- 1 “Finally, we’re in Russia,” Sarah wrote in her diary. “I really want to be a journalist just like Mom. I’d like to travel around the world and make lots of friends.” Sarah closed her diary, eager to begin her day.

It was an unusually warm winter day in Moscow, 1987, and Sarah was glad that her mother wanted her to go to the bakery. The hardened mounds of coal-blackened snow were melting into deep, muddy puddles. Sarah couldn’t resist wading through them in her new boots. She pulled off her hand-knitted red sweater, a gift for her ninth birthday from her grandmother, and stuffed it into her tote bag.

Sarah ran down the wide sidewalk of *Leninskiy Prospekt* but stopped to marvel at an unusual pink building that took up a whole block. Everything is so big and different in Moscow, she thought, wishing she could linger to take in her strange new surroundings. But she needed to get to the bakery.

A Prospekt is a broad street.
Say it: pros-pekt

To Sarah, Russian stores seemed so strange. The bakeries sold only baked goods, milk stores sold only milk, and meat stores sold only meat. What they need here, she thought, is a supermarket.

- 5 Sarah sniffed at the aroma of freshly baked bread as she walked into the bakery. She smiled at a blond girl standing next to her mother. The girl followed Sarah with her ice-blue eyes until her mother pulled her away. Doesn’t anyone smile here? Sarah wondered.

But at least, after two weeks in Moscow, Sarah felt she was now an expert at selecting bread. Just like the Russians she had seen testing bread, Sarah wanted to make sure that she got a fresh loaf. She poked her finger into a loaf of bread to check its freshness. A robust, kerchiefed woman frowned and shook her head, saying, “*Nyet, nyet.*” She handed Sarah a bent metal spoon with which to test the bread.

Sarah tried not to laugh at the silly-looking spoon. “Thank you. *Spasibo*,” she said to the sullen-faced woman. She was proud that she spoke a few words in Russian. She already knew how to say yes (*da*), no (*nyet*), and thank you (*spasibo*).

Spasibo is pronounced spah-see-bah

With two loaves of warm bread tucked under her arm, Sarah weaved her way to the cashier, only to find a long line of people. She stood at the end of the line and waited patiently. The line moved quickly. Sarah laid the bread on the counter, smiled, and handed her money to the ruddy-faced cashier. Without even a polite nod, the cashier dropped Sarah’s change into the metal dish.

Sarah noticed many people gathering up packages on the other side of the store. She stuffed the bread into her bag and went over to satisfy her curiosity. As she entered this section of the store, she noticed that it had its own cashier. She picked up a blue paper-wrapped package, squeezed it and smelled it, but couldn’t guess what was inside. Shrugging her shoulders, she put it back into the wooden bin and headed toward the exit.

- 10 Above the noise of the hustle and bustle, someone in the store was shouting, “*Devochka, devochka!*” And as she went out the door, Sarah noticed some shoppers staring at her. Maybe they can tell I’m an American because of my clothes, she thought. They don’t look very friendly, though.

Then Sarah heard running footsteps behind her. She swung around to see a big woman barreling toward her. The woman was shouting and shaking her finger at Sarah. Frightened, Sarah clutched her tote bag and began running as fast as she could. What does the woman want? she wondered. What did I do to get her angry?

Sarah knew that a policeman could not be far away. In Moscow a policeman stood at almost every corner. Sarah ran up to the first one she saw. “Please help me!” she cried. “That lady is chasing me, and I don’t know why! I didn’t do anything wrong!”

The tall policeman stooped down to speak to her. Sarah didn’t understand his Russian, nor did the policeman understand Sarah’s English.

As the woman approached, Sarah hid behind the policeman. Huffing and puffing, the woman babbled on and on in Russian and pointed at Sarah’s bag.

- 15 Sarah didn’t know what the woman was saying but knew she wanted something. Her two loaves of bread? But they were for her mother!

“This is mine,” Sarah said, clutching her tote bag. “And my name isn’t *Devochka*. It’s Sarah.”

The policeman held out his hand. Reluctantly, Sarah handed him her tote bag. He opened it in front of the woman, who stared inside. Then, puzzled, she shrugged her shoulders and walked away.

The policeman handed back Sarah’s bag and gently motioned her to go.

Sarah sighed and took her bag. As she continued home, she checked her tote bag and discovered that her sweater was missing. “My sweater. Oh no! I lost my sweater?” cried Sarah aloud. But I’m not going back there, she thought looking over her shoulder. That lady is crazy. What will I do now? Mom will kill me.

- 20 Feeling miserable, Sarah slowly walked home, wondering what could have happened. What will Grandma say? She worried, walking slower and slower.

Then Sarah felt a tap on her shoulder. It was the Russian girl with the blond hair and the ice-blue eyes. She handed Sarah a sweater—Sarah’s red sweater that Grandma had made. “This is yours,” the Russian girl said.

Sarah’s eyes widened in disbelief. “Where did you find it?”

“In bread store,” said the Russian girl. “It fell from your bag.”

“Thank you. *Spasibo!* You speak good English. What’s your name?”

- 25 “Natasha.”

“I’m Sarah. I don’t know why that lady was chasing me. She thought I was someone named *Devochka*.”

“You are *devochka*,” said Natasha, grinning. “It means ‘young girl.’ You did wrong. I saw you pass cashier in candy section. You not open your bag for her and say *nichevo*. Cashier thought you take something and not pay. Next time you know. Yes?”

“*Da*. I guess so. You have funny customs here in Russia.”

“They are not funny to us,” Natasha replied. “I will be proud to tell you about our customs and also teach you more words. But I go now. See you tomorrow at bakery. Same time, yes?”

- 30 “O.K., I’ll see you then.” Sarah hurried home clutching the sweater in one hand, her tote bag with the bread in the other. She couldn’t wait to write in her diary about today’s adventure and about her new friend, Natasha.

“Sarah’s Russian Adventure” by Mary R. Wood. Reprinted by permission of CRICKET magazine, March 2005, Vol. 32, No. 7, © 1989 by Mary R. Wood.

Answer the following questions about the passage “Sarah’s Russian Adventure.”

28 Based on Sarah’s thoughts in the passage, she believes **most** Russian people are

- A silly.
- B patient.
- C generous.
- D unfriendly.

29 According to the passage, the Russian word *devochka* means

- A Sarah.
- B Natasha.
- C thank you.
- D young girl.

30 In paragraph 11, the author uses the word barreling to show that the woman moved

- A swiftly.
- B proudly.
- C gracefully.
- D uncertainly.

31 Why is the red sweater important to Sarah?

- A It belongs to her mother.
- B It makes her look like a Russian.
- C It was a gift from her grandmother.
- D It was the only sweater she had in Russia.

32 What two lessons does Sarah learn about Russian bakery customs?

- A She should not check the bread herself or leave any personal items.
- B She should not go back to the candy section or touch any bundles there.
- C She should thank the cashier and leave her extra change in the metal dish after making her purchase.
- D She should use a bent metal spoon to check the bread and show her bag to the cashier before exiting the store.

33 When Sarah says that they have “funny customs” in Russia, she **most** likely means the customs are

- A rude.
- B sensible.
- C peculiar.
- D humorous.

Write your answer to Question 34 on a separate piece of paper. Be sure to answer Parts A and B.

34 Sarah struggles with conflicts in this passage.

A Describe **two** conflicts Sarah faces.

B Explain how Sarah resolves each of the conflicts you named in **Part A**.

Use details from the passage to support your response.





You may want to go back and check your answers or answer questions you did not complete.



GRADE

6

Appendix I

Scoring Support Materials

Nevada

Grade 6

READING

Correct Answers for Multiple-choice Items

| Item Number | Correct Answer | Content Cluster | Ability Level |
|-------------|----------------|-----------------|---------------|
| 1 | C | C3 | A1 |
| 2 | A | C3 | A2 |
| 3 | D | C3 | A2 |
| 4 | A | C3 | A2 |
| 5 | B | C3 | A2 |
| 6 | C | C1 | A2 |
| 7 | * | C3 | A3 |
| 8 | D | C3 | A1 |
| 9 | D | C3 | A1 |
| 10 | A | C3 | A2 |
| 11 | D | C3 | A3 |
| 12 | C | C3 | A3 |
| 13 | C | C1 | A1 |
| 14 | D | C3 | A3 |
| 15 | A | C3 | A1 |
| 16 | A | C3 | A1 |
| 17 | C | C3 | A2 |

| Item Number | Correct Answer | Content Cluster | Ability Level |
|-------------|----------------|-----------------|---------------|
| 18 | B | C3 | A2 |
| 19 | C | C3 | A1 |
| 20 | D | C3 | A3 |
| 21 | * | C3 | A2 |
| 22 | B | C3 | A3 |
| 23 | C | C3 | A3 |
| 24 | C | C3 | A1 |
| 25 | B | C3 | A1 |
| 26 | B | C1 | A2 |
| 27 | D | C3 | A3 |
| 28 | D | C2 | A3 |
| 29 | D | C2 | A1 |
| 30 | A | C2 | A2 |
| 31 | C | C2 | A2 |
| 32 | D | C2 | A2 |
| 33 | C | C2 | A2 |
| 34 | * | C2 | A2 |

*Indicates a written-response item. See the following pages for the rubrics and examples of responses.

**Detailed objectives for Content Standards and Ability Levels can be found
on the Nevada Department of Education Website.**

Question: 7

| Score | Description |
|--------------|--|
| 3 | Response provides a complete description of some of the possible disadvantages of involvement in team sports. Response is supported with details from the passage. |
| 2 | Response provides a limited description of some of the possible disadvantages of involvement in team sports. Response is supported by limited details (number or quality) from the passage. |
| 1 | Response provides a minimal description of some of the possible disadvantages of involvement in team sports. Response is supported with few or no details from the passage. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Sample 3-point response:

There are several disadvantages to involvement in team sports. One disadvantage is the cost. Kelly's parents will pay about \$3,000 for her to participate in soccer. This includes her club dues, private clinics, summer camps, and travel. Nick's parents say they will spend \$4,500 per year for him to be involved in hockey. Many parents cannot afford to pay these amounts. Another disadvantage is the time. Kelly spent all weekend on the soccer field—three games on Saturday and three on Sunday. Nick's week revolves around his hockey schedule. He has games, private instructions, and practice in both the mornings and the evenings. His parents have to have the time to get him to all of these. Another disadvantage of team sports is that kids can get hurt. Around 4 million kids have to go to hospitals each year for emergencies according to the Consumer Products Safety Commission. Many more kids have injuries, like shin splints, that send them to a doctor's office.

Question: 21

| Score | Description |
|--------------|--|
| 3 | Response provides a complete description of the important work with the law that is done by each branch of the government. Response is supported with details from the passage. |
| 2 | Response provides a limited description of the important work with the law that is done by each branch of the government. Response is supported by limited details (number or quality) from the passage. OR Response provides a complete description of the important work with the law that is done by two branches of the government. Response is supported with details from the passage. |
| 1 | Response provides a minimal description of the important work with the law that is done by at least one branch of the government. Response is supported with few or no details from the passage. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Sample 3-point response:

Each branch of the government does different things with the laws of our state. The executive branch is responsible for enforcing the laws. This means that the people in this branch, like the attorney general, work to make sure that people follow the law. Other people, like the secretary of state, keep track of which laws are passed, so that they know which laws they must enforce.

The legislative branch makes new laws. The representatives and senators in the legislature probably have good ideas for new laws because they have all lived in Nevada for at least one year. They work to decide what new laws should be created. Then they try to pass those laws and make them official. They study issues like health care, radioactive waste, and public lands, so that they can make good recommendations for new laws.

The judicial branch interprets the laws. This branch is made up of judges and other people who decide if people are guilty or innocent of breaking the law. Other judges make decisions for people when they disagree about money, land, or family matters. If someone is not happy with a judge's decision, they can go to an appeals court.

Question: 34

| Score | Description |
|--------------|---|
| 3 | Response describes two conflicts Sarah faces and provides a complete explanation of how Sarah resolves each conflict. Response is supported with details from the passage. |
| 2 | Response describes two conflicts Sarah faces and provides a limited explanation of how Sarah resolves each conflict. Response is supported by limited details (number or quality) from the passage. OR Response describes one conflict Sarah faces and provides a complete explanation of how Sarah resolves the conflict. Response is supported with details from the passage. |
| 1 | Response identifies one or two conflicts Sarah faces and provides a minimal explanation of how Sarah resolves one or both conflicts. Response is supported with few or no details from the passage. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Sample 3-point response:

Sarah faces several conflicts in the passage. One conflict Sarah faces is with the lady who chases her through the streets. Sarah does not know why the lady is shouting “Devochka” at her. She thinks it is somebody’s name and that the lady thinks that is who Sarah is. Sarah runs from her and finds a policeman. She hides behind the policeman but he doesn’t speak English either. The conflict is resolved after the policeman has Sarah give him the bag and he opens it. When the lady looks inside the bag, she shrugs and walks away. The policeman gives the bag back to Sarah and motions for her to go. Sarah later learns from Natasha that the lady thought she had stolen something because she didn’t show the cashier what was in her bag before she left the store.

Another conflict is when Sarah realizes she has lost her sweater. She is afraid that her mother will be very angry with her. She is upset because the sweater was a special gift from her grandmother. She is afraid to go back to the store because she is afraid of the lady. She doesn’t know what to do. Sarah’s personal conflict is resolved when the girl she had seen in the store followed Sarah and gave the sweater back to her. The girl, Natasha, offers to be her friend and teach her the Russian language and customs.



GRADE

6

Nevada

Appendix II

Administrative Support Materials

Grade 6

READING

Name: _____

Answer Document

Reading

| | | | | |
|-----|------------------|-----|-----|-----|
| 1. | (A) | (B) | (C) | (D) |
| 2. | (A) | (B) | (C) | (D) |
| 3. | (A) | (B) | (C) | (D) |
| 4. | (A) | (B) | (C) | (D) |
| 5. | (A) | (B) | (C) | (D) |
| 6. | (A) | (B) | (C) | (D) |
| 7. | Written Response | | | |
| 8. | (A) | (B) | (C) | (D) |
| 9. | (A) | (B) | (C) | (D) |
| 10. | (A) | (B) | (C) | (D) |
| 11. | (A) | (B) | (C) | (D) |
| 12. | (A) | (B) | (C) | (D) |
| 13. | (A) | (B) | (C) | (D) |
| 14. | (A) | (B) | (C) | (D) |
| 15. | (A) | (B) | (C) | (D) |
| 16. | (A) | (B) | (C) | (D) |
| 17. | (A) | (B) | (C) | (D) |

| | | | | |
|-----|------------------|-----|-----|-----|
| 18. | (A) | (B) | (C) | (D) |
| 19. | (A) | (B) | (C) | (D) |
| 20. | (A) | (B) | (C) | (D) |
| 21. | Written Response | | | |
| 22. | (A) | (B) | (C) | (D) |
| 23. | (A) | (B) | (C) | (D) |
| 24. | (A) | (B) | (C) | (D) |
| 25. | (A) | (B) | (C) | (D) |
| 26. | (A) | (B) | (C) | (D) |
| 27. | (A) | (B) | (C) | (D) |
| 28. | (A) | (B) | (C) | (D) |
| 29. | (A) | (B) | (C) | (D) |
| 30. | (A) | (B) | (C) | (D) |
| 31. | (A) | (B) | (C) | (D) |
| 32. | (A) | (B) | (C) | (D) |
| 33. | (A) | (B) | (C) | (D) |
| 34. | Written Response | | | |

**WRITTEN RESPONSE
READING**

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Keith W. Rheault

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